

**Kindergarten Speaking
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	<p>K.S.1.1 Students are able to express experiences and ideas in an informational context. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • retell an experience in logical sequence (for example: show and tell, sharing time, star of the week); • participate in choral speaking; • recite short poems, rhymes, songs, and stories with repeated patterns.
(Application)	<p>K.S.1.2 Students are able to use words to describe/name numbers, colors, size, shape, location, people, places, things and actions.</p>

Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	K.S.2.1 Students are able to use complete sentences when speaking.
(Knowledge)	K.S.2.2 Students are able to follow simple rules of conversation by taking turns.
(Knowledge)	K.S.2.3 Students are able to recognize that body movements and facial expressions represent feelings.
(Application)	<p>K.S.2.4 Students are able to use visual aids when presenting in front of a group. For example: pictures, objects</p>

**Kindergarten Speaking
Performance Descriptors**

Advanced	Kindergarten students performing at the advanced level: <ul style="list-style-type: none">• express many ideas and experiences in a logical sequence;• have an expanded vocabulary;• recite short poems, rhymes, songs and stories.
Proficient	Kindergarten students performing at the proficient level: <ul style="list-style-type: none">• express experiences and ideas in a logical sequence;• use descriptive words;• follow simple rules in conversations;• use complete sentences;• use visual aids when presenting in front of a group;• recognize that body movements and facial expressions represent feelings.
Basic	Kindergarten students performing at the basic level: <ul style="list-style-type: none">• express personal experiences;• follow, with support, simple rules of conversation.

**Kindergarten Speaking
ELL Performance Descriptors**

Proficient	Kindergarten ELL students performing at the proficient level: <ul style="list-style-type: none">• use words to describe people, places, and things;• speak clearly and use simple English sentences.
Intermediate	Kindergarten ELL students performing at the intermediate level: <ul style="list-style-type: none">• identify objects orally;• use basic English phrases;• greet teachers appropriately when entering the classroom;• communicate personal needs, such as bathroom or drink.
Basic	Kindergarten ELL students performing at the basic level: <ul style="list-style-type: none">• know personal information such as name and phone number;• participate in choral speaking/rhymes;• follow simple rules of conversation by taking turns.
Emergent	Kindergarten ELL students performing at the emergent level: <ul style="list-style-type: none">• communicate with gestures or in a language other than English.
Pre-emergent	Kindergarten ELL students performing at the pre-emergent level: <ul style="list-style-type: none">• do not understand enough language to perform in English.

**First Grade Speaking
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<p>1.S.1.1 Students are able to tell stories in a logical order or sequence. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • participate in a variety of oral language activities (for example: role playing, pantomime, choral speaking).
(Application)	<p>1.S.1.2 Students are able to use specific language to convey a message. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • describe personal experiences.

Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>1.S.2.1 Students are able to adapt and change oral language to fit the situation. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use appropriate voice when asking and responding to questions in small group settings; • recognize appropriate language to be used with a variety of audiences (for example: child to child, adult to child).
(Application)	<p>1.S.2.2 Students are able to express ideas in complete and clear sentences.</p>
(Application)	<p>1.S.2.3 Students are able to use facial expressions as a means of non-verbal communication.</p>
(Application)	<p>1.S.2.4. Students are able to use visual aids when speaking. For example: pictures, drawings, objects</p>

**First Grade Speaking
Performance Descriptors**

Advanced	First grade students performing at the advanced level: <ul style="list-style-type: none">• relate ideas in a logical order and sequence;• use a wide range of vocabulary to convey a message;• use appropriate voice when asking and responding to questions.
Proficient	First grade students performing at the proficient level: <ul style="list-style-type: none">• tell stories in a logical order and sequence;• express ideas in complete and clear sentences;• use specific language to convey a message;• adapt or change oral language to fit the situation;• use facial expressions as a means of non-verbal communication;• use visual aids when speaking.
Basic	First grade students performing at the basic level: <ul style="list-style-type: none">• tell stories;• model the use of specific language to convey a message;• use visual aids.

**First Grade Speaking
ELL Performance Descriptors**

Proficient	<p>First grade ELL students performing at the proficient level:</p> <ul style="list-style-type: none"> • tell or re-tell a story in a logical order or sequence; • express ideas in complete and clear sentences; • use specific language to convey a message.
Intermediate	<p>First grade ELL students performing at the intermediate level:</p> <ul style="list-style-type: none"> • tell someone in native language that a direction given in English was not understood; • practice recently learned expression with a peer; • recite a poem or song.
Basic	<p>First grade ELL students performing at the basic level:</p> <ul style="list-style-type: none"> • know personal information, such as name, address, phone number, parent/guardian name; • ask for material needed to complete a task; • enlarge speaking vocabulary.
Emergent	<p>First grade ELL students performing at the emergent level:</p> <ul style="list-style-type: none"> • communicate with gestures or in a language other than English; • build a speaking vocabulary; • know and communicate first name.
Pre-emergent	<p>First grade ELL students performing at the pre-emergent level:</p> <ul style="list-style-type: none"> • do not understand enough language to perform in English.

**Second Grade Speaking
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	2.S.1.1 Students are able to present information on various topics using facts and details. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • create and participate in oral dramatic activities.
(Application)	2.S.1.2 Students are able to organize and convey a message and check for listener understanding.

Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	2.S.2.1 Students are able to use oral language appropriate for the audience. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • make simple introductions and greetings using appropriate language; • interact appropriately in formal and informal speaking situations with peers and adults.
(Application)	2.S.2.2 Students are able to use an expanded speaking vocabulary. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • use subject/verb agreement when speaking.
(Application)	2.S.2.3 Students are able to use body movements and facial expressions to communicate.
(Application)	2.S.2.4 Students are able to use visual aids in oral presentations. For example: pictures, props
(Knowledge)	2.S.2.5 Students are able to identify conditions that are beneficial to the listener and speaker. For example: proximity, voice, tone, volume

**Second Grade Speaking
Performance Descriptors**

Advanced	Second grade students performing at the advanced level: <ul style="list-style-type: none">• use correct grammar in oral communication;• select and use appropriate facts and details to support their presentation;• use an expanded vocabulary to describe specific interests and knowledge;• demonstrate conditions when presenting that are beneficial to the listener and speaker.
Proficient	Second grade students performing at the proficient level: <ul style="list-style-type: none">• present on various topics using appropriate facts and details;• organize and convey a message and check for listener understanding;• make simple introductions using appropriate language;• use an expanded speaking vocabulary;• use oral language appropriate for the intended audience;• use body movements and facial expressions as a means of communicating;• identify conditions that are beneficial to the listener and speaker.
Basic	Second grade students performing at the basic level: <ul style="list-style-type: none">• present on a topic using facts and details;• participate in oral dramatic activities;• imitate introductions;• begin using an expanded speaking vocabulary;• use non-verbal communication to express themselves.

**Second Grade Speaking
ELL Performance Descriptors**

Proficient	<p>Second grade ELL students performing at the proficient level:</p> <ul style="list-style-type: none"> • give directions and instructions; • use clear, concise, organized language; • relate reasons for tardiness or absence.
Intermediate	<p>Second grade ELL students performing at the intermediate level:</p> <ul style="list-style-type: none"> • use oral language appropriate for the audience; • use an expanded speaking vocabulary; • use body movements or facial expression.
Basic	<p>Second grade ELL students performing at the basic level:</p> <ul style="list-style-type: none"> • use visual aids in oral presentations; • make simple appropriate introductions and greetings in English; • interact appropriately in formal and informal situations; • enlarge speaking vocabulary.
Emergent	<p>Second grade ELL students performing at the emergent level:</p> <ul style="list-style-type: none"> • communicate with gestures or in a language other than English; • build a speaking vocabulary; • communicate orally basic personal needs; • express lack of understanding; • know and communicate first name.
Pre-emergent	<p>Second grade ELL students performing at the pre-emergent level:</p> <ul style="list-style-type: none"> • do not understand enough language to perform in English.